

ADOLESCENT FAMILY LIFE (AFL)
PREVENTION PROGRAMS
CORE EVALUATION INSTRUMENT

USER GUIDE

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AFL Prevention Core Evaluation Overview

The AFL prevention core evaluation instrument was developed for use by AFL prevention demonstration projects funded by the Adolescent Family Life (AFL) program that is administered by the Office of Population Affairs (OPA). The AFL program was enacted in 1981 as Title XX of the Public Health Service Act. Prevention demonstration projects are designed to educate adolescents on the importance of abstinence from premarital sexual activity as a means to prevent pregnancy and sexually transmitted infections, as well as to promote a successful transition to adulthood. Additionally, AFL prevention projects stress the importance of family and parent involvement in the delivery of funded services for adolescents.

AFL Prevention demonstration projects are conducted in a wide variety of sites, including schools, community centers and hospitals and focus primarily on young adolescents between the ages of 9-14 years.

These instruments have been developed for a number of reasons, first among them, the repeated requests by AFL grantees and evaluators to do so. Additionally, because the evaluations of AFL demonstration projects are conducted independently, the data collected from one project to another vary and the Office of Adolescent Pregnancy Programs (OAPP) has no way to track performance of the program, as a whole, on a number of indicators that are particularly relevant in terms of the purpose of the Title XX statute and responsiveness to the A – H definition of abstinence education contained in the Welfare Reform Act of 1996. As the core instruments are integrated into individual project evaluations, OAPP will be better able to monitor the direction and progress of the program and direct future funding resources to approaches that have demonstrated effectiveness, as well as track the performance measures that have been developed in response to recommendations from the Office of Management and Budget's recent evaluation of the program.

AFL Prevention Questionnaires

All AFL Prevention demonstration projects funded in fiscal year 2005 and beyond will be required to use this core evaluation instrument. They may add additional questions if they choose. Projects funded prior to fiscal year 2005 will be encouraged to use the core instrument in their evaluations, but will not be required to do so.

Both the baseline and follow-up AFL Prevention core evaluation instruments contain a section that asks a variety of questions to determine, not only attitudes about abstinence, but also opinions about the consequences of premarital sexual activity. Because these questions, and the definition of sexual activity given in the section, may be considered sensitive, particularly for the youngest clients served in AFL Prevention demonstration projects, the OPA will consider granting a waiver to its use on a case basis and with adequate written justification by the grantee.

Overview of questions

Core baseline questionnaire

The Prevention core evaluation instrument consists of six sections covering, in addition to basic demographic information: family composition and communication patterns; activities the adolescent participates in; health behaviors; decision making; self confidence; future orientation; and attitudes about abstinence.

Section 1. Demographics, family composition and communication patterns

Questions 1.1 to 1.17 collect data on age, gender, race/ethnicity, family composition and communication patterns. A single intervention can have different outcomes for younger adolescents than for older adolescents, for females than for males, and for adolescents of different races or ethnicities. Moreover, parent involvement and communication are a central focus of the Title XX AFL statute. In addition to establishing that the AFL client lives with a parent or adult guardian, this section collects data on the nature of the relationship, parental boundary setting, and patterns of communication.

Section 2. Activities

Question 2.1 asks about involvement in extra curricular activities, including sports, clubs, community service, and faith-based groups. As the AFL program has matured, it has moved away from a curriculum-driven approach to abstinence education and encouraged funded demonstration projects to include youth development concepts in their interventions.

Section 3. Decision-making

Questions 3.1 through 3.10 collect data about what the adolescent thinks about dating, their ability to resist pressure, and whether they engage in health risk behaviors. Being able to make responsible decisions around issues such as relationships and health behaviors is an important component of a successful transition to adulthood. Moreover, early sexual activity is associated with other health risk behaviors, as well as peer group influence.

Section 4. Self Confidence

Questions 4.1 through 4.3 collect data measuring an adolescent's perception of him or her self and his/her ability to negotiate the challenges of growing up. An important part of AFL Prevention interventions is to help adolescents gain in self-confidence, building on their competencies to make good choices, including abstinence from premarital sexual activity.

Section 5. The Future

Questions 5.1 through 5.6 collect data to assess the importance of future events to adolescents enrolled in the intervention. Young people who have hopes for their future are more likely to make good health and relationship choices during the adolescent years. The OPA encourages

AFL Prevention grantees to address issues around the importance of education, career and marriage to give project clients sound reasons to delay initiation of sexual activity and prevent unintended pregnancy and sexually transmitted infections, including HIV.

Section 6. Attitudes about Abstinence

Questions 6.1 through 6.6 collect data to determine, not only attitudes about abstinence, but also opinions about the consequences of premarital sexual activity. The overarching goal of AFL Prevention demonstration projects is to promote premarital abstinence for adolescents. To that end, instilling and/or maintaining positive attitudes toward abstinence is an essential measure of an intervention's effectiveness.

Core follow-up questionnaire

This instrument is designed to collect information on attitudes, beliefs and behaviors at both baseline and follow-up, and consequently repeats the same questions as the core baseline questionnaire.

Administration

Project staff or a project evaluator will administer the baseline core instrument at intake and at completion of the program, or at 12-months, whichever comes first. Completion of the questionnaires will be voluntary; project clients will be informed that they may refuse to answer any or all of the questions. The instruments are designed to be age-appropriate for clients ages 12-19 with low-literacy levels, and to be administered as pencil-and-paper surveys. Although the surveys are intended to be self-administered, program personnel may also administer them if respondents find the questionnaire too difficult to read.

The respondents should be provided a quiet private area in which to complete the questionnaire. A staff person who is knowledgeable about the questionnaire and administration procedures should be nearby and available to answer any question respondents may have. This includes reading the questions to the respondent, should they request it.

Once the survey is completed it should be immediately placed in the secure area designated by the site IRB and HIPAA procedures. The staff person who oversees the administration of the questionnaire should check with the client to see if they have any questions, or if they need to discuss any feelings or issues brought up by completing the questionnaire.

Consent

Prior to administering the instrument to any clients, the program must obtain active consent from the client to participate in the questionnaire. Additionally, clients under the age of 18 must have the consent of a parent or legal guardian to participate in the questionnaire. To this end, all respondents must read (or have read to them) and sign an IRB approved consent form. Sample consent forms that contain all of the OAPP required information is contained in Appendix A (for

clients) and Appendix B (for parents of client under the age of 18). The appended consent forms represent the minimum protections required. Local IRBs may choose to add additional language and protections.

If local evaluators choose to use this questionnaire with control/comparison groups, they are required to obtain consent from all of the parties discussed above using the same protocols.

Incentives

OAPP authorizes AFL Prevention programs to offer non-cash incentives (e.g., gift cards, incentives) of a value of up to \$10.00 to each program participant who participates in filing out the core questionnaires. The incentives are to be offered at both baseline and follow-up data collection. OAPP will consider this an approved use of grant funds. If a program's local IRB determines that incentives are not to be offered, OAPP will defer to the local IRB's determination.

Questionnaire question-by-question specifications

The following section provides question by question (QxQs) clarification on the meaning and intent of each of the survey questions. This will allow program service providers to accurately respond to any queries that respondents have regarding how they should answer particular questions. The version of the instrument used for the QxQs is the baseline data collection instrument. This instrument contains all of the questions present across both instruments. Although the item numbers may vary between the instruments, the specifications remain the same. There are several questions for which clarification does not seem necessary; therefore, none is provided.

1. Client ID:						
---------------	--	--	--	--	--	--

3. Entry Date:						
----------------	--	--	--	--	--	--

2. Site Number:						
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Q1. The site should create a unique ID for each client that does not directly identify the client. This ID should be maintained in the client's protected confidential file, so that they can be matched for baseline and follow-up data collection. The site IRB and HIPAA privacy board will need to determine additional site-specific confidentiality protections.

Q2. The site ID number will be provided by OPA, OAPP AFL Grantee Project Officer.

Q3. Enter as MM, DD, YY

Core Baseline Questionnaire

AFL Pregnancy Prevention Programs

Section 1

These first questions ask about you and your family.

1.1 How old are you (in years only) _____

Q1. Round to the nearest whole year. Do not use fractions or decimals.

1.2 Are you a girl or boy?

☐ Boy

☐ Girl

1.3 Who do you live with now? CHECK ALL THAT APPLY.

PARENTS (Includes step parents, adoptive parents and foster parents):

☐ Mother

☐ Father

ADULT GUARDIANS

☐ Other adult relatives

☐ Other adults I am not related to

1.4 *Answer the next few questions about your mother or female guardian.* How close do you feel to her?

☐ Not very close

☐ A little close

☐ Pretty close

☐ Very close

Q1.4 – 1.6. If the respondent has both a mother and someone they view as a female guardian, they should answer for the individual with whom they have the closest relationship.

1.5 Does she spend enough time with you?

☐ Not enough time, but I don't want more

☐ Not enough time, I wish she spent more time with me

☐ She spends enough time with me

- 1.6 Here are some statements about you and your mother or female guardian. For each one, check how true the statement is:

	Mostly True	Some-times True	Hardly Ever True	Does Not Apply
a. I am comfortable talking with her about things that happen in school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I am comfortable talking with her about things that happen in my life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 1.7 Answer the next few questions about your father or male guardian. How close do you feel to him?

- ☐ Not very close
☐ A little close
☐ Pretty close
☐ Very close

Q1.7 – 1.9. If the respondent has both a mother and someone they view as a female guardian, they should answer for the individual with whom they have the closest relationship.

- 1.8 Does he spend enough time with you?

- ☐ Not enough time, but I don't want more
☐ Not enough time, I wish he spent more time with me
☐ He spends enough time with me

- 1.9 Here are some statements about you and your father or male guardian. Check how true the statement is:

	Mostly True	Some-times True	Hardly Ever True	Does Not Apply
a. I am comfortable talking with him about things that happen in school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I am comfortable talking with him about things that happen in my life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.10 What is your ethnic background?

- ☐ Hispanic or Latino
☐ Not Hispanic or Latino

1.10 a. Check the box or boxes that describes your race. CHECK ALL THAT APPLY.

- ☐ American Indian
☐ Asian
☐ Black or African-American
☐ Native Hawaiian or Other Pacific Islander
☐ White

Q1.10a. Any and all combinations of categories can be chosen

These next few questions are about your family rules and family communication.

1.11 For each of the following, tell us if your family has strict rules, some rules, or no rules about.

Q 1.11. "Family" refers to parent(s) or guardian(s)

- a. The people I hang out with
b. Dating and going to parties with boys or girls
c. Telling my parents or guardian where I am

Strict Rules	Some Rules	No Rules
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.12 Which of the following would your parent(s) or guardian(s) do if they found out that you had broken an important rule? CHECK ALL THAT APPLY.

- ☐ Discuss it calmly with you
☐ Ignore it, pretend that it didn't happen, or let you get away with it
☐ Sulk, pout, or give you the silent treatment
☐ Take away a privilege, ground you, or give you a chore
☐ Make threats that won't be kept
☐ Yell, shout, or scream at you
☐ Use physical punishment
☐ None of the above

Q1.12. These responses need not have actually occurred. It is a question about what the respondents' expectations would be if their parent(s) or guardian(s) found out they had broken an important rule.

1.13 Have you ever talked to one or both of your parents or guardians about any of these things?

- a. Puberty – that is, the physical changes in your body and your emotions that happen when young people develop
b. How someone gets pregnant
c. Why people your age should not drink or do drugs
d. Why people your age should not have sex
e. How to say "no" to alcohol, drugs, or sex

Yes No

☐ ☐

Q1.13. This questions refers to communication initiated by the parent(s) or guardian(s)

☐ ☐
☐ ☐
☐ ☐
☐ ☐

- 1.14 How often during the past year have you asked one or both of your parents or guardians questions about the changes in your body, dating, or alcohol and drugs?

- ☐ Never
☐ 1 or 2 times
☐ A few times
☐ Many times

Q1.14.
This questions
refers to
communication
initiated by the
respondent.

Section 2

These next questions are about activities you may do.

- 2.1 Please mark yes or no for each activity that you do in school or after school.

	Yes	No
a. Band, orchestra, chorus, choir or other music group	<input type="checkbox"/>	<input type="checkbox"/>
b. School play or musical	<input type="checkbox"/>	<input type="checkbox"/>
c. Student government or student council	<input type="checkbox"/>	<input type="checkbox"/>
d. Hobby club like photography or chess	<input type="checkbox"/>	<input type="checkbox"/>
e. Sports team	<input type="checkbox"/>	<input type="checkbox"/>
f. Dance or gymnastics	<input type="checkbox"/>	<input type="checkbox"/>
g. Girl Scouts, Boy Scouts, Girls Clubs, Boys Clubs, or 4-H	<input type="checkbox"/>	<input type="checkbox"/>
h. After school tutoring program	<input type="checkbox"/>	<input type="checkbox"/>
i. Community service or volunteer activity	<input type="checkbox"/>	<input type="checkbox"/>
j. Church or religious youth group	<input type="checkbox"/>	<input type="checkbox"/>
k. Mostly watch TV or hang out	<input type="checkbox"/>	<input type="checkbox"/>
l. Some other club	<input type="checkbox"/>	<input type="checkbox"/>

Q2.1. If the respondent engages in any of these activities, but does not do so presently because of issues of such as seasonality they should still indicate that they do engage in that activity. For example, it is not the soccer season when the questionnaire is administered, but the respondent plays soccer each season (and intends to do so when the season restarts) the respondent should indicate that they participate in a "Sports team".

Section 3

In this section, there are questions about things people your age have to make decisions about.

- 3.1 At what age do you think it is appropriate for someone to go on a “alone” date, that is, not in a group?

- ☐ Less than 14 years old
- ☐ 14-15 years old
- ☐ 16 years old or older
- ☐ Don't Know

Q3.1 & 3.2. Respondents need not have actually done of the activities indicated in each of the questions. The focus is on the respondents' perception of what they think is appropriate

- 3.2 How much do you agree with the following statement?

It's okay for teens to date someone three or more years older or younger than they are.

- ☐ Agree strongly
- ☐ Agree
- ☐ Disagree
- ☐ Disagree strongly
- ☐ Don't Know

The next few questions are about some things that adolescents think about or do.

- 3.3 People your age often feel pressure from a lot of different places and for different reasons. Thinking about yourself, how much pressure have you personally felt to do things you might get in trouble for?

- ☐ A lot
- ☐ Some
- ☐ Not much
- ☐ None
- ☐ Don't Know

Q3.3. Respondents need not have actually done anything that got them in trouble. The focus is on the respondents' perception of the level of pressure they felt to do things they believe are wrong.

- 3.4 How much would you say that the following statement is true about you?
You can say no to activities that you think are wrong.

- ☐ Not at all like you
- ☐ Little like you
- ☐ Mostly like you
- ☐ Very much like you
- ☐ Don't Know

3.5 How often would you say that the following statement is true about you?
You have learned to stay away from people who might get you in trouble.

- ☐ Almost never
- ☐ Some of the time
- ☐ Usually
- ☐ Almost always
- ☐ Don't Know

3.6 During the past month, how often have you smoked cigarettes?

- ☐ I have never smoked cigarettes
- ☐ Not at all
- ☐ Only a few times
- ☐ 1 or 2 times a week
- ☐ Several times a week or more

3.7 How often do you drink alcohol, like beer, wine, or liquor?

- ☐ I have never had a drink
- ☐ I have had alcohol in the past, but do not drink alcohol anymore
- ☐ 1 or 2 times a month
- ☐ Several times a month or more

3.8 How many of your friends drink alcohol like beer, wine, or liquor?

- ☐ None
- ☐ A few
- ☐ Some
- ☐ Most

Q3.8. If the respondent is unsure of what their friends have done or do when they are not around, they should answer what they believe is most likely to be true.

3.9 How often do you use marijuana or other drugs?

- ☐ I have never used marijuana or other drugs
- ☐ I have used marijuana in the past, but do not use marijuana anymore
- ☐ 1 or 2 times a month
- ☐ Several times a month or more

3.10 How many of your friends have tried marijuana or other drugs?

- ☐ None
- ☐ A few
- ☐ Some
- ☐ Most

Q3.10. If the respondent is unsure of what their friends have done or do when they are not around, they should answer what they believe is most likely to be true.

Section 4

These next questions ask about a variety of things that people your age might think about themselves.

Q4.1 & Q4.2. These questions refer to how the respondent feels regardless of past experience

4.1 Here are some opinions that adolescents sometimes have about themselves. Please tell us how much you agree or disagree with each one.

	Agree A Lot	Agree A Little	Disagree A Little	Disagree A Lot
a. I don't have enough control over the way my life is going.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. For me, good luck is more important than hard work for success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I can't do things as well as most other people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. My plans hardly ever work out.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. When I make plans, I know I can make them work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Chance and luck are important for what happens in my life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. I can do just about anything I really set my mind to.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.2 Please tell us how much you agree or disagree with each of these statements.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. You know at least one adult you could talk to about personal problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. You know adults who encourage you often.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.3 Comparing yourself with your other friends in the group you hang out with, would you say you have more self-confidence, less, or about the same amount?

- ☐ More confidence
- ☐ Less confidence
- ☐ About the same
- ☐ Don't Know

Q4.3. If the respondent is unsure of how their friends feel, they should answer what they believe is most likely to be true.

Section 5

These next questions ask about your future.

5.1 As you look to the future, how important is it for you to get a good education?

- ☐ Not important at all
- ☐ Not too important
- ☐ Somewhat important
- ☐ Quite important
- ☐ Very important

Q5.1 & Q5.2. There is no set level of academic or professional attainment implied here. This should be answered with regard to what the respondent believes a good education or good job is.

5.2 As you look to the future, how important is it for you to get a good job or to be successful in a career?

- ☐ Not important at all
- ☐ Not too important
- ☐ Somewhat important
- ☐ Quite important
- ☐ Very important

5.3 As you look to the future, how important is it for you to remain abstinent (not to have sex) until marriage?

- ☐ Not important at all
- ☐ Not too important
- ☐ Somewhat important
- ☐ Quite important
- ☐ Very important

5.4 As you look to the future, how important is it to you for the person who becomes your spouse to remain abstinent (not to have sex) until marriage?

- ☐ Not important at all
- ☐ Not too important
- ☐ Somewhat important
- ☐ Quite important
- ☐ Very important

Q5.4. This question focuses on what the respondent would expect from someone they would consider marrying.

5.5 As you look to the future, how important is it for you to have a good marriage and family life?

- ☐ Not important at all
- ☐ Not too important
- ☐ Somewhat important
- ☐ Quite important
- ☐ Very important

5.6 Here are some things that people your age might say when they think of their lives in the future. In general, do you agree or disagree with each statement?

	Agree	Disagree
a. I don't know what I want out of life.	<input type="checkbox"/>	<input type="checkbox"/>
b. I have a clear picture of what I'd like to be doing in the future.	<input type="checkbox"/>	<input type="checkbox"/>
c. I don't know what my long-range goals are.	<input type="checkbox"/>	<input type="checkbox"/>

Section 6: Because these questions, and the definition of sexual activity given in the section, may be considered sensitive, particularly for the youngest clients served in AFL Prevention demonstration projects, the OPA will consider granting a waiver to its use on a case basis and with adequate written justification by the grantee.

Section 6

The next few questions ask for your opinions on topics about having sex. “Having sex” means oral, anal, and vaginal sex.

- 6.1 Does having sex as a teenager make it harder for someone to study and stay in school in the future?
- ☐ No, not harder at all
 - ☐ Yes, somewhat harder
 - ☐ Yes, much harder
 - ☐ Haven’t thought about it yet
- 6.2 Does having sex before marriage make it harder for someone to have a good marriage and a good family life in the future?
- ☐ No, not harder at all
 - ☐ Yes, somewhat harder
 - ☐ Yes, much harder
 - ☐ Haven’t thought about it yet
- 6.3 Does having sex as a teenager make it harder for a teen to grow and develop emotionally and morally?
- ☐ No, not harder at all
 - ☐ Yes, somewhat harder
 - ☐ Yes, much harder
 - ☐ Haven’t thought about it yet
- 6.4 Is there a problem with unmarried teens having sex if no pregnancy results from it?
- ☐ No problem at all
 - ☐ Some problem
 - ☐ A big problem
 - ☐ Haven’t thought about it yet

Q6.4. “Problem” refers to the participants’ belief of right and wrong behaviors.

6.5 For each of the following questions please tell us how much you agree or disagree with each one.

	Agree A Lot	Agree A Little	Disagree A Little	Disagree A Lot
a. Only married people should have sex.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. It would be OK for teens who have been dating for a long time to have sex.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Having a good marriage does not seem realistic for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I admire teens who remain abstinent (do not have sex) until marriage.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. My friends admire teens who remain abstinent until marriage.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Remaining abstinent is the only certain way to avoid pregnancy, STDs, and other related health problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6.6 How many of your 5 closest friends think someone should wait until marriage before having sex?

- ☐ None of them
- ☐ One or two of them
- ☐ Three or four of them
- ☐ All of them

Q6.5e. & 6.6. If the respondent is unsure of how their friends feel, they should answer what they believe is most likely to be true.

Thank you for participating in the questionnaire!

Data Security and Human Subjects Approval Guidelines

All AFL Prevention sites must submit the questionnaire to their site IRB (and HIPAA Privacy Board if the site is a Covered Entity) prior to initiating data collection. The questionnaire data are to be treated as confidential and maintained in a manner that satisfies the confidentiality requirements set forth by their site IRB (and HIPAA Privacy Board if the site is a Covered Entity). To facilitate confidentiality protections, none of the 18 HIPAA designated identifying data elements are collected on the instruments.

Any and all transmission of individual or case level data must also be done in accordance with confidentiality requirements set forth by their site IRB (and HIPAA Privacy Board if the site is a Covered Entity).

Analysis of AFL Core Questionnaire Data

These instruments are designed to meet several research needs. They will allow comparisons of aggregate data across all AFL Prevention Project sites, as well as comparisons of clients' attitudes, knowledge and behavioral intentions with those collected and reported through other national studies. While the comparisons will be limited in scope because the samples are drawn in different ways, the information gleaned will be valuable for the AFL Prevention Project service providers. Analysis of the data for any site's required independent evaluation of each project will vary, and be determined by the individual grantees and their evaluators.

Initial anticipated data requests from OAPP

The OPA will require AFL Prevention Demonstration Projects to provide summaries of data on basic demographics and selected questions in the core evaluation instrument in their end-of-year reports. These aggregate data will be used to track progress on the performance measures currently being developed by the OPA in response to OMB's recommendation.

Crosswalks and comparisons to other national datasets

Many AFL Prevention grantees struggle to find the resources and expertise to support rigorous evaluations that incorporate random assignment or quasi-experimental comparison group designs. Evaluations, in general, and those of programs working with adolescents, in particular, require a good comparison group. Absent this group, it is impossible to tell whether changes in clients are attributable to program participation or other factors (e.g., maturation).

One technique for minimizing the costs and burdens associated with establishing a rigorous control group (i.e., random assignment) or identifying a local comparison group, is to examine

program data in light of national survey statistics or norms. Although this approach has its own weaknesses (e.g., local population characteristics and norms may not correspond to characteristics found in a national database), it can inform evaluation designs, such as the pre-post designs with the same participant groups that are found in many AFL Prevention grantee evaluations. For example, although solely descriptive in nature, sites can compare attitudes, knowledge and behavioral intentions on key factors such as risk-taking behaviors pre- and post-program services and see how their populations look compared to other similar surveys.

This is one reason most items in the core evaluation instrument have been drawn from large national surveys that have been successfully administered to youth across the country for many years. Additionally, the instruments were pilot tested at an AFL Prevention Grantee site to ensure that the questions in the instrument are understood by the respondents. The majority of the questions were taken from the Mathematica Policy Research Title V Evaluation Teen Activities and Attitudes Instrument, which, in turn, drew its questions from other national instruments. The national instruments from which the core evaluation instrument questions were drawn are:

- Mathematica Policy Research Title V Evaluation Teen Activities and Attitudes Instrument;
- The National Longitudinal Survey of Adolescent Health (Add Health; 1998);
- Annual National Survey, National Campaign to Prevent Teen Pregnancy (NCPTP);
- National Longitudinal Survey of Youth (NLSY; 1979-98);
- Youth Asset Survey (YAS; 2002)
- National Survey of Children (NSC; 1976-87)
- Kaiser Family Foundation: Talking with Kids about Issues (1996-98)
- National Survey of Adolescent Males (NSAM)
- Handbook of Adolescent Sexuality and Pregnancy: Research and Evaluation Instruments (Sage Publications, 1993)
- National Education Longitudinal Study (NELS; 1988)
- Worth the Wait Survey Instrument (Worth the Wait, Pampa, TX);
- National Survey of Adolescents and Young Adults (NSAYA); and
- National Survey of Teens (NST).

Each of these surveys is regularly administered to adolescents and has publicly available data sets (i.e., for the purpose of examining comparison statistics for specific questions).

Abt and OAPP also worked jointly to develop several items that could not be found in preexisting surveys. Where this occurred, the items were written in a manner that reflected the language level and tone of the items drawn from the other preexisting surveys.

Cross-walk tables to other national data collection instruments

Exhibits 1-3 below detail the original source for each of the questions selected for the instruments. The items are grouped by the primary domains of interest identified by the Title XX legislation:

- Strengthening Family, which includes items about family composition and communication patterns;
- Strengthening Youth Assets, which includes items about adolescent activities, future orientation, self-efficacy, and decision-making; and
- Reducing Sexual Risk Behaviors, which includes items about health behaviors and attitudes about abstinence.

The question numbers are the same for the baseline and follow up surveys, with the exception of Section 1, where some of the demographic items are dropped from the follow up questionnaire. These question numbers are found in the first column of each table for all sections except Section 1, where the question numbers are found in the second and third columns.

Exhibit 4 illustrates the association between the definition of abstinence education in the Title XX legislation (a-h) and its corresponding indicators in the core evaluation instruments.

Exhibit 1: Core Domain: Strengthening Families

Exhibit 1: Core Domain: Strengthening Families							
AFL Instrument & Question Numbers B = Baseline F = Follow-up # = Question number			Relevant Indicator	How Quantified	Referent Period	Source Instruments¹	Question(s)
Adult Supervision							
	B #1.14a	F #1.11a	Degree of rules about the people that adolescent hangs out with	Strict rules Some rules No rules	Current	MPR: Wave 1 NLSY	1.26d YSAQ-4
	B #1.14b	F #1.11b	Degree of rules about dating and going to parties with boys or girls	Strict rules Some rules No rules	Current	MPR: Wave 1 NLSY	1.26e SAQ-4
	B #1.14c	F #1.11c	Degree of rules about telling parents where adolescent is	Strict rules Some rules No rules	Current	MPR: Wave 1 NLSY	1.26f SAQ-4
Adult Involvement/ Relationships							
	B #1.4	F #1.1	Persons with whom adolescent currently lives	Mother (or stepmother or foster mother) Father (or stepfather or foster father) Other relatives Other non-relatives	Current	Original Abt	

¹ See instrument key at end of final table.

Exhibit 1: Core Domain: Strengthening Families

AFL Instrument & Question Numbers B = Baseline F = Follow-up # = Question number			Relevant Indicator	How Quantified	Referent Period	Source Instruments ¹	Question(s)
	B #1.7	F #1.4	Degree of closeness adolescent feels to mother (or mother-figure)	Not very close→Very close	Current	MPR: Wave 1 ADDHEALTH, Section 16 NSC: Wave 2	1.15 9 41
	B #1.8	F #1.5	Whether adolescent feels mother (or mother-figure) spends enough time with him/her	Not enough time, but don't want more. Not enough time, wishes spent more time. She spends enough time.	Current	MPR: Wave 1 NSC: Wave 2	1.16 38 (modified)
	B #1.9a	F #1.6a	Whether adolescent is comfortable talking with her about things that happen at school	Mostly true→Hardly ever true	Current	MPR: Wave 1	1.19h
	B #1.9b	F #1.6b	Whether adolescent is comfortable talking to mother(figure) about things that are happening in his/her life	Mostly true→Hardly ever true	Current	MPR: Wave 1	1.19i (modified)
	B #1.11	F #1.9	Degree of closeness adolescent feels to father (or father-figure)	Not very close→Very close	Current	Original Abt NSAM	R39 (modified)

Exhibit 1: Core Domain: Strengthening Families

Exhibit 1: Core Domain: Strengthening Families							
AFL Instrument & Question Numbers B = Baseline F = Follow-up # = Question number			Relevant Indicator	How Quantified	Referent Period	Source Instruments¹	Question(s)
	B #1.12	F #1.9	Whether adolescent feels father (or father-figure) spends enough time with him/her	Not enough time, but don't want more. Not enough time, wishes spent more time. He spends enough time.	Current	Original Abt NSC: Wave 2	38 (modified)
	B #1.13a	F #1.10a	Whether adolescent is comfortable talking to father(figure) about things that are happening in school	Mostly true→Hardly ever true	Current	MPR: Wave 1	1.24h(modified)
	B #1.13b	F #1.10b	Whether adolescent is comfortable talking to father(figure) about things that are happening in his/her life	Mostly true→Hardly ever true	Current	MPR: Wave 1	1.24 (modified)
	B #1.15	F #1.12	What adolescent thinks parents will do if they found out he/she had broken important house rule	Discuss it calmly→Use physical punishment	Current	NLSY:	SAQ- 252
	B #1.16a	F #1.13a	Whether adolescent has talked with parent(s) about puberty	Yes/No	Ever	MPR: Wave 1 Kaiser:	3.21a 1 (modified)
	B #1.16b	F #1.13b	Whether adolescent has talked with parent(s) about how someone gets pregnant	Yes/No	Ever	MPR: Wave 1 Kaiser:	3.21b 1 (modified)

Exhibit 1: Core Domain: Strengthening Families

AFL Instrument & Question Numbers B = Baseline F = Follow-up # = Question number			Relevant Indicator	How Quantified	Referent Period	Source Instruments ¹	Question(s)
	B #1.16c	F #1.13c	Whether adolescent has talked with parent(s) about why adolescents shouldn't drink or do drugs	Yes/No	Ever	Kaiser:	1 (modified)
	B #1.16d	F #1.13d	Whether adolescent has talked with parent(s) about why adolescents shouldn't have sex	Yes/No	Ever	MPR: Wave 2	3.26
	B #1.16e	F #1.13e	Whether adolescent has talked with parent(s) about how to say "no" to alcohol, drugs or sex	Yes/No	Ever	MPR: Wave 1	3.21d (modified)
	B #1.17	F #1.14	Frequency adolescent has asked parent(s) about changes in body, dating, or alcohol and drugs	Never→Many times	Past year	MPR: Wave 1	3.37

Exhibit 2: Core Domain: Strengthening Youth Assets

Exhibit 2: Core Domain: Strengthening Youth Assets							
AFL Instrument & Question Numbers B = Baseline F = Follow-up # = Question number			Relevant Indicator	How Quantified	Referent Period	Source Instruments¹	Question(s)
Strengthen Extracurricular Involvement							
#2.1a	B	F	Adolescent participates in band, orchestra, chorus, choir or other music group in school or after school	Yes/No	Current	MPR: Wave 1	2.6a
#2.1b	B	F	Adolescent participates in a school play or musical in school or after school	Yes/No	Current	MPR: Wave 1	2.6b
#2.1c	B	F	Adolescent participates in student government or student council in school or after school	Yes/No	Current	MPR: Wave 1 NSC: Wave 2	2.6c 30 (modified)
#2.1d	B	F	Adolescent participates in a hobby club like photography or chess in school or after school	Yes/No	Current	MPR: Wave 1	2.6d
#2.1e	B	F	Adolescent participates in a sports team in school or after school	Yes/No	Current	MPR: Wave 1 AddHealth: Wave1	2.6e 2.5 (modified)

¹ See instrument key at end of final table.

Exhibit 2: Core Domain: Strengthening Youth Assets

AFL Instrument & Question Numbers B = Baseline F = Follow-up # = Question number			Relevant Indicator	How Quantified	Referent Period	Source Instruments ¹	Question(s)
#2.1f	B	F	Adolescent participates in dance or gymnastics in school or after school	Yes/No	Current	MPR: Wave 1	2.6f
#2.1g	B	F	Adolescent participates in Girl/Boy Scouts, Girls/Boys Clubs or 4H in school or after school	Yes/No	Current	MPR: Wave 1	2.6g
#2.1h	B	F	Adolescent participates in an after school tutoring program	Yes/No	Current	Original Abt	
#2.1i	B	F	Adolescent participates in community service or volunteer activity in school or after school	Yes/No	Current	MPR: Wave 1	2.6h
#2.1j	B	F	Adolescent participates in a church or religious youth group in school or after school	Yes/No	Current	MPR: Wave 1	2.6i
#2.1k	B	F	Adolescent mostly watches TV or hangs out after school	Yes/No	Current	MPR: Wave 1	2.6j
#2.1l	B	F	Adolescent participates in some other club in school or after school	Yes/No	Current	MPR: Wave 1	2.6k
Ability to set future expectations and set goals							
#5.1	B	F	Importance of getting a good education to adolescent	Not important at all→Very important	Current	Worth the Wait	

Exhibit 2: Core Domain: Strengthening Youth Assets

AFL Instrument & Question Numbers B = Baseline F = Follow-up # = Question number			Relevant Indicator	How Quantified	Referent Period	Source Instruments ¹	Question(s)
#5.2	B	F	Importance of getting a good job or being successful in a career to adolescent	Not important at all→Very important	Current	Worth the Wait	
#5.5	B	F	Importance of having a good marriage and family life to adolescent	Not important at all→Very important	Current	Worth the Wait	
#5.3	B	F	Importance to adolescent of remaining abstinent until marriage	Not important at all→Very important	Current	Original Abt/OAPP	
#5.4	B	F	Importance to adolescent of spouse to remain abstinent until marriage	Not important at all→Very important	Current	Original Abt/OAPP	
#5.6a	B	F	Whether adolescent agrees or disagrees that s/he doesn't know what s/he wants out of life	Agree/disagree	Current	Handbook, PMEDS	10
#5.6b	B	F	Whether adolescent agrees or disagrees that s/he has a clear picture of what s/he'd like to be doing in the future	Agree/disagree	Current	Handbook, PMEDS	37
#5.6c	B	F	Whether adolescent agrees or disagrees that s/he doesn't know what his/her long range goals are	Agree/disagree	Current	Handbook, PMEDS	51

Exhibit 2: Core Domain: Strengthening Youth Assets

AFL Instrument & Question Numbers B = Baseline F = Follow-up # = Question number			Relevant Indicator	How Quantified	Referent Period	Source Instruments¹	Question(s)
Self-Efficacy							
#4.3	B	F	Amount of self-confidence as compared to friends	More→Less	Current	NST	3b
#4.1a	B	F	How much adolescent agrees that he/she doesn't have enough control over the way his/her life is going	Agree a lot→Disagree a lot	Current	MPR: Wave 1 NSAM NELS 88	3.1a (modified) B1m 44b
#4.1b	B	F	How much adolescent agrees that for him/her, good luck is more important than hard work for success	Agree a lot→Disagree a lot	Current	MPR: Wave 1 NELS 88	3.1b 44c
#4.1c	B	F	How much adolescent agrees that he/she can't do things as well as most other people	Agree a lot→Disagree a lot	Current	MPR: Wave 1 NELS 88	3.1c 44e (modified)
#4.1d	B	F	How much adolescent agrees that his/her plans hardly ever work out	Agree a lot→Disagree a lot	Current	MPR: Wave 1 NELS 88	3.1d 44g (modified)
#4.1e	B	F	How much adolescent agrees that when s/he makes plans s/he knows that s/he can make them work	Agree a lot→Disagree a lot	Current	MPR: Wave 1 NELS 88	3.1e 44k
#4.1f	B	F	How much adolescent agrees that chance and luck are important for what happens in his/her life	Agree a lot→Disagree a lot	Current	MPR: Wave 1 NELS 88	3.1f 44m

Exhibit 2: Core Domain: Strengthening Youth Assets

AFL Instrument & Question Numbers B = Baseline F = Follow-up # = Question number			Relevant Indicator	How Quantified	Referent Period	Source Instruments ¹	Question(s)
#4.1g	B	F	How much adolescent agrees that s/he can do just about anything s/he really sets his/her mind to	Agree a lot→Disagree a lot	Current	NSAM	B1f
Positive relationship with adult mentor(s)							
#4.2a	B	F	Adolescent knows at least one adult who he/she could talk with about personal problems	Strongly disagree→Strongly agree	Current	YAS	
#4.2b	B	F	Adolescent knows adults who encourage him/her often	Strongly disagree→Strongly agree	Current	YAS	
Increased self-management skills							
#3.4	B	F	Adolescent can say no to activities adolescent thinks are wrong	Not at all like me→Very much like me	Current	YAS	
#3.5	B	F	Adolescent has learned to stay away from people who might get adolescent into trouble	Almost never→Almost always	Current	YAS	

Exhibit 2: Core Domain: Strengthening Youth Assets

AFL Instrument & Question Numbers B = Baseline F = Follow-up # = Question number			Relevant Indicator	How Quantified	Referent Period	Source Instruments ¹	Question(s)
#3.3	B	F	Amount of personal pressure adolescent felt to do other things that he/she might get into trouble for	A lot→None	Current	NSAYA	

Exhibit 3: Core Domain: Reducing Sexual Risk Behaviors

AFL Instrument & Question Numbers B = Baseline F = Follow-up # = Question number			Relevant Indicator	How Quantified	Referent Period	Source Instruments ¹	Question(s)
Reduced sexual risk behaviors							
#6.1	B	F	Adolescent's attitude about whether having sexual intercourse as a teen makes it harder to study and stay in school in the future.	No, not harder at all→Yes, much harder, Haven't thought about it yet	Current	MPR: Wave 1	3.29

¹ See instrument key at end of final table.

Exhibit 3: Core Domain: Reducing Sexual Risk Behaviors

AFL Instrument & Question Numbers B = Baseline F = Follow-up # = Question number			Relevant Indicator	How Quantified	Referent Period	Source Instruments ¹	Question(s)
#6.2	B	F	Adolescent's attitude about whether having sexual intercourse before marriage makes it harder to have a good marriage and family life in the future	No, not harder at all→Yes, much harder, Haven't thought about it yet	Current	MPR: Wave 1	3.30
#6.3	B	F	Adolescent's attitude about whether having sexual intercourse as a teen makes it harder to grow and develop emotionally and morally	No, not harder at all→Yes, much harder, Haven't thought about it yet	Current	MPR: Wave 1	3.30 (modified)
#6.4	B	F	Adolescent's attitude about whether there is a problem with unmarried teens having sexual intercourse if no pregnancy results from it	No, not harder at all→Yes, much harder, Haven't thought about it yet	Current	MPR: Wave 1	3.40m (modified)
#3.2	B	F	Adolescent thinks it's okay for teens [aged 14 or younger] to date someone 3 or more years older	Agree strongly→Disagree strongly	Lifetime	NCPTP (modified)	
#3.1	B	F	Age adolescent thinks it's okay for someone to go on "alone" date	Less than 14 yrs old 14-15 years old 16 years old or older	Current	Original Abt/OAPP	

Exhibit 3: Core Domain: Reducing Sexual Risk Behaviors

AFL Instrument & Question Numbers B = Baseline F = Follow-up # = Question number			Relevant Indicator	How Quantified	Referent Period	Source Instruments ¹	Question(s)
#6.5a	B	F	Amount adolescent agrees that having sexual intercourse is something only married people should do.	Agree a lot→Disagree a lot	Current	MPR: Wave 1 NSAM	3.40f P1 (modified)
#6.5b	B	F	Amount adolescent agrees that it would be ok for teens who have been dating for a long time to have sexual intercourse.	Agree a lot→Disagree a lot	Current	MPR: Wave 2	2.5m
#6.5c	B	F	Amount adolescent agrees with the statement that having a good marriage does not seem realistic for him/her.	Agree a lot→Disagree a lot	Current	MPR: Wave 2	5.7e
#6.5d	B	F	Amount adolescent admires teens who remain abstinent until marriage.	Agree a lot→Disagree a lot	Current	Original Abt/OAPP	
#6.5e	B	F	Amount adolescent's friends admire teens who remain abstinent until marriage.	Agree a lot→Disagree a lot	Current	Original Abt/OAPP	
#6.5f	B	F	Amount adolescent agrees that remaining abstinent is the only certain way to avoid pregnancy, STDs, and other related health problems	Agree a lot→Disagree a lot	Current	Original Abt/OAPP	

Exhibit 3: Core Domain: Reducing Sexual Risk Behaviors

AFL Instrument & Question Numbers B = Baseline F = Follow-up # = Question number			Relevant Indicator	How Quantified	Referent Period	Source Instruments¹	Question(s)
Positive communication skills with other peers/Relationship skills							
#6.6	B	F	Number of friends who think someone should wait until marriage before having sexual intercourse	None of them→Most of them	Current	MPR: Wave 1 Handbook, p. 199	3.46 28 {modified}
Reduced alcohol, tobacco, and drug involvement							
#3.6	B	F	Frequency adolescent smokes	Has never smoked, Not at all→Several times a week or more	Past month	MPR: Wave 1 NLSY	3.5 SAQ-361 and SAQ-362
#3.7	B	F	Frequency adolescent drinks alcoholic beverages	Never had a drink, Only a few times ever→Several times a month or more	Current	MPR: Wave 1 NLSY	3.7 SAQ-365 and SAQ-366)
#3.8	B	F	Number of adolescent's friends who drink alcoholic beverages	None, A few→Most	Current	MPR: Wave 1	3.6
#3.9	B	F	Frequency adolescent uses marijuana or any other drug	Never used any drug, Only a few times ever→Several times a month or more	Current	MPR: Wave 1 Handbook, p.197	3.10 (modified) 18a

Exhibit 3: Core Domain: Reducing Sexual Risk Behaviors

AFL Instrument & Question Numbers B = Baseline F = Follow-up # = Question number			Relevant Indicator	How Quantified	Referent Period	Source Instruments ¹	Question(s)
#3.10	B	F	Number of adolescent's friends who have tried marijuana or other drugs	None, A few→Most	Current	MPR: Wave 1	3.9 (modified)

Instrument Key:

- MPR: Mathematica Policy Research Title V Evaluation Teen Activities and Attitudes Instrument
- AddHealth: The National Longitudinal Survey of Adolescent Health
- NCPTP: Annual National Survey, National Campaign to Prevent Teen Pregnancy
- NLSY: National Longitudinal Survey of Youth
- YAS: Youth Asset Survey
- NSC: National Survey of Children
- Kaiser: Kaiser Family Foundation
- NSAM: National Survey of Adolescent Males
- Handbook: Handbook of Adolescent Sexuality and Pregnancy: Research and Evaluation Instruments
- NELS 88: National Education Longitudinal Study
- Worth the Wait: Worth the Wait Survey Instrument
- NSAYA: National Survey of Adolescents and Young Adults
- NST: National Survey of Teens

Exhibit 4: Core Evaluation Indicators Measuring Abstinence Education (A-H in Title XX Legislation)

Legislative Goal	Indicator	Rationale
Abstinence education: (a), (e) Capacity building and coping skills: healthier decisions re: relationships and dating	Adolescent's attitude about whether having sexual intercourse as a teen makes it harder to study and stay in school in the future.	Permissive attitudes and norms toward premarital sex and abstinence are related to earlier initiation of sex (Gibston & Kempf 1990, Lock & Vincent, 1995).
	Adolescent's attitude about whether having sexual intercourse before marriage makes it harder to have a good marriage and family life in the future	
Abstinence education: (a), (c), (e) Capacity building and coping skills: healthier decisions re: relationships and dating	Adolescent's attitude about whether having sexual intercourse as a teen makes it harder to grow and develop emotionally and morally	
Abstinence education: (a)-(f), (h) Capacity building and coping skills: Healthier decisions re: dating and relationships	Adolescent's attitude about whether there is a problem with unmarried teens having sexual intercourse if no pregnancy results from it	
	Adolescent thinks it's okay for teens [aged 14 or younger] to date someone 3 or more years older	
	Age adolescent thinks it's okay for someone to go on "alone" date	
Abstinence education: (a)-(f), (h)	Amount adolescent agrees that having sexual intercourse is something only married people should do.	
	Amount adolescent agrees that it would be ok for teens that have been dating for a long time to have sexual intercourse.	

Exhibit 4: Core Evaluation Indicators Measuring Abstinence Education (A-H in Title XX Legislation)

Legislative Goal	Indicator	Rationale
Abstinence education: (a)-(f), (h)	Amount adolescent agrees with the statement that having a good marriage does not seem realistic for him/her.	Permissive attitudes and norms toward premarital sex and abstinence are related to earlier initiation of sex (Gibston & Kempf 1990, Lock & Vincent, 1995).
	Amount adolescent admires teens who remain abstinent until marriage.	
	Amount adolescent's friends admire teens who remain abstinent until marriage.	
	Amount adolescent agrees that remaining abstinent is the only certain way to avoid pregnancy, STDs, and other related health problems	
Capacity building and coping skills: Healthier decisions re: relationships and dating	Number of friends who think someone should wait until marriage before having sexual intercourse	Much research points to the strong influence of peer attitudes and pressures on youths' decisions to become sexually active (Bearman & Bruckner 1999).
Abstinence education: (g) Capacity building and coping skills: Healthier decisions re: alcohol and other drugs	Frequency adolescent smokes	Several risk factors are closely linked with youths' decisions to become or remain sexually active. The age youth begin to drink, smoke, and use drugs increases the likelihood of longer periods of risk-taking and that their levels of risk-taking will be higher (Boyer et al. 1999, Capaldi et al. 1996, Dorius et al. 1993).
	Frequency adolescent drinks alcoholic beverages	
	Number of adolescent's friends who drink alcoholic beverages	
	Frequency adolescent uses marijuana or any other drug	
	Number of adolescent's friends who have tried marijuana or other drugs	

Summary and Next Steps

The new core evaluation instrument will provide grantees with an updated and reliable measurement tool that can demonstrate progress toward a core set of outcomes. It also will allow grantees to compare their results to other AFL Prevention Projects and national norms, and help OAPP monitor and report grantee performance using a common set of indicators.

Initially OAPP will request aggregate tabulations of the data collected through the cross-site instrument. OAPP may, at some future point, design and implement a central data collection mechanism to allow for more sophisticated cross-site data analysis. OPA will work collaboratively with sites and national experts to design such a data collection analysis and reporting system. OAPP will also use national grantee conferences, listservs and workshops to encourage the dissemination of site-specific analysis of the data gathered through the core instruments.

Appendix A:

ADOLESCENT FAMILY LIFE (AFL) PREVENTION PROGRAMS CLIENT INFORMED CONSENT AFL PREVENTION CORE EVALUATION INSTRUMENTS

PROTOCOL TITLE: AFL Prevention Core Evaluation Instruments
SPONSOR: Department of Health and Human Services
Office of Population Affairs
Office of Adolescent Pregnancy Programs

AFL Prevention Program Director: INSERT NAME

DESCRIPTION OF AFL PREVENTION CORE EVALUATION

We are asking you to answer a set of questions created for sites that provide services like the ones you get here at PROGRAM NAME. This is being done as part of our involvement with the Office of Population Affairs, Adolescent Family Life Prevention Program. This information will be used to help improve programs like ours.

You are being asked to participate in this survey because you are a client of this program. If you do participate, you will be asked to answer some questions. The questions will be about your goals, relationships with friends and family, feelings about marriage and sex, as well as the use of alcohol and drugs.

SURVEY PROCEDURES

Answering these questions should take about 30 minutes. Most of the questions are multiple choice. This is not a test. There are no right or wrong answers. If you prefer, you can have the questions read to you instead of reading them yourself.

All of the answers you provide are confidential. We will not include any information with these surveys that will allow anyone outside the program evaluation staff to know which answers are yours.

- Participating in this survey is voluntary. You do not have to agree to participate in order to get services here or anywhere else. You can also decide to skip any questions that you do not want to answer. You may stop at any time. If you do choose to complete any part of the survey, you will receive [Insert Site Incentive, e.g. gift certificate, voucher – Do not use Cash - Value not to exceed \$10.]

POTENTIAL BENEFITS OF PARTICIPATION

- The survey could help service providers here learn about ways to improve your services.

POTENTIAL RISKS OF PARTICIPATION

- Some of the questions may seem personal or make you feel uncomfortable. If this is upsetting, you may stop the survey at any time.
- If it feels like the survey is taking too long, you are getting tired, or if for any other reason you wish to stop, you may do so at any time.
- The survey is confidential. We may want to share the results of the survey with other people who worked on the survey and the funding agency. There will not be any information letting anyone outside the program evaluation staff know which answers are yours.

CONFIDENTIALITY

All of the answers that you give as part of this survey will be kept private. They will only be available to people involved with the project, except when required by law. There are two exceptions: 1) if you reveal that you are a danger to yourself or others; 2) if you reveal abuse committed against a child. In either of these cases, we must report it to the appropriate authorities.

By signing this form you are allowing other people who work on the survey to see your answers to the survey. No one outside the program evaluation staff will know that the information is about you.

VOLUNTARY PARTICIPATION/WITHDRAWAL

Whether or not to participate in this survey is your choice. You can decide to stop the survey after you start. Participating in the survey will not affect your services here or anywhere else. If you have any questions about this survey, you can contact the Program Project Director at **INSERT PROJECT DIRECTOR NAME AND CONTACT INFO**. If you have any questions about protecting your privacy on this survey, please call **INSERT LOCAL IRB LIASION NAME AND CONTACT INFO**. Phone calls to area codes outside your own may involve toll charges.

CONSENT

By signing this consent form, you are letting us know that you have read it and asked any questions you have about trying the survey. Signing this form will not affect your receiving services here or anywhere else. You will receive a signed copy of this consent.

Signing below means that you agree to participate in this survey.

Client's Signature Date

Client's Printed Name Date

Service Provider's Signature Date

Service Provider's Printed Name Date

ADOLESCENT FAMILY LIFE (AFL) PREVENTION PROGRAMS
PARENT/GUARDIAN INFORMED CONSENT
AFL PREVENTION CORE EVALUATION INSTRUMENTS

PROTOCOL TITLE: AFL Prevention Core Evaluation Instruments
SPONSOR: Department of Health and Human Services
Office of Population Affairs
Office of Adolescent Pregnancy Programs

AFL Prevention Program Director: **INSERT NAME**

DESCRIPTION OF AFL PREVENTION CORE EVALUATION

We are inviting your child to be part of an evaluation of **PROGRAM NAME** as part of our involvement with the Office of Population Affairs, Adolescent Family Life Prevention Program. This information will be used to help improve programs like ours.

If you agree to allow your child to participate, they will be asked to complete a questionnaire about their goals, relationships with friends and family, feelings about marriage and sex, as well as the use of alcohol and drugs.

SURVEY PROCEDURES

Answering questions should take about 30 minutes. Most of the questions are multiple choice. This is not a test. There are no right or wrong answers. If your child prefers, they can have the questions read to them instead of reading the questions themselves.

All of the answers provided are confidential. We will not include any information with these surveys that will allow anyone outside the program evaluation staff to know which answers are your child's.

- The questionnaire is voluntary. You do not have to agree to allow your child to take the questionnaire in order for them get services here or anywhere else.
- Your child will also be asked if they are willing to voluntarily participate in the survey.
- In order for your child to complete the questionnaire BOTH you and your child must agree to participation.
- If your child does participate in the questionnaire, they may decide to skip any questions that they do not want to answer. They may stop at any time. If they do try any part of the survey, they will receive **[Insert Site Incentive, e.g. gift certificate, voucher – Do not use Cash - Value not to exceed \$10.]**

POTENTIAL BENEFITS OF PARTICIPATION

- The survey could help service providers here learn about ways to improve your child's services.

POTENTIAL RISKS OF PARTICIPATION

- Some of the questions may seem personal or make your child feel uncomfortable. If they find the questionnaire upsetting, they may stop the survey at any time.
- If your child feels like the survey is taking too long, gets tired, or if for any other reason they want to stop, they may do so at any time.
- The survey is confidential. We may want to share the results of the survey with other people who worked on the survey and the funding agency. There will not be any information letting anyone outside the program evaluation staff know which answers are your child's.

CONFIDENTIALITY

All of the answers that are given as part of this survey will be kept private. They will only be available to people involved with the project, except when required by law. There are two exceptions: 1) if your child reveals that they are a danger to them self or others; 2) if they reveal abuse committed against a child. In either of these cases, we must report it to the appropriate authorities.

By signing this form you are allowing other people who work on the survey to see your child's answers to the survey. No one outside the program evaluation staff will know that the information is about your child.

VOLUNTARY PARTICIPATION/WITHDRAWAL

Whether or not to participate in this survey is completely up to you and your child. Your child can decide to stop the survey after they start. Participating in the survey will not affect your child's services here or anywhere else. If you have any questions about this survey, you can contact the Program Project Director at **INSERT PROJECT DIRECTOR NAME AND CONTACT INFO**. If you have any questions about protecting your privacy on this survey, please call **INSERT LOCAL IRB LIASION NAME AND CONTACT INFO**. Phone calls to area codes outside your own may involve toll charges.

CONSENT

By signing this consent form, you are letting us know that you have read it and asked any questions you have about trying the survey. Signing this form will not affect you child's receiving services here or anywhere else. You will receive a signed copy of this consent.

Signing below means that you agree to try this survey.

Your Child's Name

Parent/Guardian Signature

Date

Parent/Guardian Printed Name

Date

Service Provider's Signature

Date

Service Provider's Printed Name

Date